DOCUMENT RESUME

ED 466 255 JC 020 458

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TITLE	Cooperative Institutional Research Program (CIRP) 2000 Survey Results: First-Time, Full-Time Students Institutional Summary.
INSTITUTION	Mount San Antonio Coll., Walnut, CA.
PUB DATE	2001-11-26
NOTE	35p.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	College Role; Community Colleges; *Educational Assessment; Enrollment; Minority Groups; *Outcomes of Education; *Student Attitudes; *Student Educational Objectives; Student Surveys; Two Year Colleges
IDENTIFIERS	*Mount San Antonio College CA

ABSTRACT

This document is a report on the 2000 Cooperative Institutional Research Program (CIRP) survey results from first-time, full-time students at Mt. San Antonio College (SAC) (California). The survey gathered data on student demographics, background experiences, college expectations, attitudes, and opinions. It was administered to 1,000 students, 867 of whom (87%) responded. Out of these respondents, 353 were classified as first-time, full-time students. Results include: (1) 73% of first-time, full-time students indicated SAC was their first college of choice; (2) 52% were first-generation college students; (3) 38% were English-as-a-second-language learners; (4) 72% were concerned with financing their education; and (5) 47% expected to obtain a bachelor's degree after attending SAC. Most respondents indicated that they chose to attend the college based on its academic reputation, low tuition, and placement of graduates. An interesting survey finding indicated that only 31% of the first-time, full-time responderts expected to be satisfied with their college experience at SAC. Overall, the survey findings could be utilized to help improve college services and programs in order to better meet student needs. The report includes tables that compare 2000 SAC CIRP findings with 1999 SAC results, along with 1999 and 2000 CIRP national norms for two-year public colleges. (MKF)

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MT. SAN ANTONIO COLLEGE

COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM (CIRP) 2000 SURVEY RESULTS

First-Time, Full-Time Students Institutional Summary

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November 26, 2001

54% of the students said, "Mt. SAC is a well respected College and is better than other community colleges".

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INTRODUCTION

The Cooperative Institutional Research Program (CIRP) is a national longitudinal study of the American systems of higher education. Established in 1966 by the American Council on Education, the CIRP is now the largest continuing empirical study of higher education involving data on some 1,800 institutions and over 10 million students. The survey explores the demographics, attitudes, and opinions of ***first-time, full-time students*** at public two-year colleges. Students' responses reflect their experiences in the last year of high school and their expectations for college.

Mt. San Antonio College (Mt. SAC) has participated in this freshmen survey for 17 years since implementation of the survey began, with this year being the fourth consecutive year of participation.

In addition to the survey's 39 questions, 15 questions related to Mt. SAC in particular were asked of 1,000 students of which 867 responded (86.7% response rate). ***From this group, this report will only examine the 353 first-time, full-time freshmen students who entered Mt. SAC during the Fall 2000 term.*** (See the Data Collection section on page 4 for further explanation.)

DATA COLLECTION

During the Fall 2000 student orientation, 1,000 surveys were distributed to incoming Mt. San Antonio College students. From the distributed surveys, 867 were returned. Of these, 353 (40.7%) were from first-time, full-time students; 211 (24.3%) were from part-time students; and 303 (34.9%) were from transfer students who had previous college experience. Similarly, during the Fall 1999 orientation session, freshmen class students were asked to respond to the CIRP survey. Of the 1,000 surveys distributed in Fall 1999, 897 surveys were returned. Respondents included 508 (56.6%) first-time, full-time students; 169 part-time students; and 220 students who had previously been attending another college.

The survey asked students to respond to 54 questions, 15 of which were specific to Mt. SAC. This report provides highlights of selected data collected and compares the data to the responses made by the previous year's cohort or group as well as the appropriate two-year public college normative group.

BENEFITS & LIMITATIONS OF THE DATA

BENEFITS

Analyses of the data provide a good snapshot of the students who started at Mt. SAC in Fall 2000. A real benefit of the CIRP is its consistency over time. Key components of the College's Strategic Plan and Baldrige Accreditation Report focus on enhancing ones knowledge of new, incoming students and developing plans to meet the needs of our freshmen student. The CIRP report provides us keen insight to our new, freshmen students. Tracking students by cohort groups and conducting follow-up studies will derive potential benefits.

LIMITATIONS

CIRP does not provide the College with a comprehensive picture of its students. This report examines a sample of new students in one fall term, which is only one part of the population served by Mt. SAC. In addition, this report only analyzes a portion of the wealth of information collected in the CIRP report.

RESULTS

The following is a brief summary of the CIRP survey key findings.

QUESTIONS SPECIFICALLY RELATED TO MT. SAC

Mt. SAC added 15 college-specific questions to the end of the survey. From those responses, the following results were considered striking because more than 60% of the students selected them:

- 68.1% have their **own** computer at home to complete college assignments.
- 62.8% indicated that English is the only language they speak and write.

A strong pattern was noted when more than 50% of the responses were for ONE response choice, as listed below.

- 59% indicated that their main source of transportation to the college is their car.
- 54% indicated that the following phrase best describes Mt. SAC:
  Mt. SAC is a well-respected college and is better than other community colleges.
- 52% indicated that what concerns them the most about starting college is their level of preparation (English and/or Math) and their study skills, note-taking, and test-taking abilities.
- 52% indicated that ***none*** of their parents, sisters, and/or brothers had graduated from college with a bachelor's degree or higher - - making them "first generation college students".

ENGLISH PROFICIENCY

At comparable two-year public colleges, 93% of the students surveyed indicated that English was their native language, while at Mt. SAC only 62% responded that English was their first language (Table 1). During the past year, the percentage of native English speakers in the survey pool has decreased by almost 9%. Nationwide, the percentage has decreased by only 4%.

Table 1. IS ENGLISH YOUR NATIVE LANGUAGE?

Response	Mt. SAC		2-Year Public Colleges	
	2000	1999	2000	1999
Yes	62.2%	70.9%	92.9%	97.3%
No	37.8%	29.1%	7.1%	2.7%

TUTORING OR REMEDIAL WORK

A higher percentage of Mt. SAC freshmen indicated a need for tutoring or remedial work in all subjects listed in Table 2 than did the normative group in both 2000 and 1999. In 2000, mathematics (40.5%), writing (28.9%), and English (28.0%) topped the list of areas students felt they needed the most assistance.

Although not listed in Table 2, a higher percentage of Mt. SAC female freshmen (50.0%) felt mathematics was the subject they needed the most assistance with compared to Mt. SAC male freshmen (28.9%). Mt. SAC female freshmen also ranked 16% percentage points higher than the normative group (34%) in their need for more assistance in mathematics.

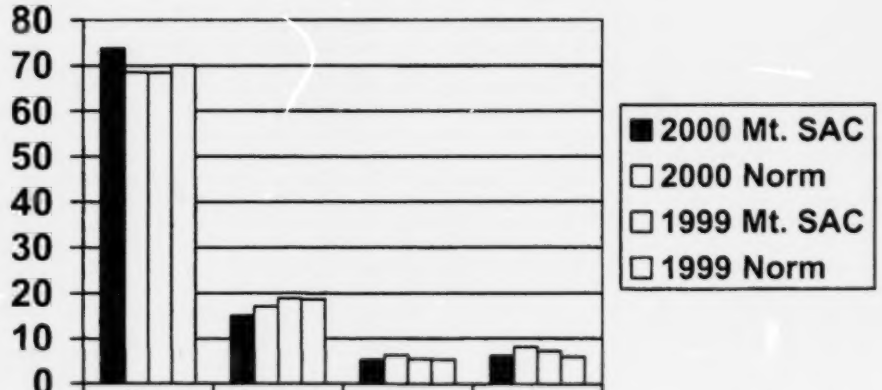
Table 2. STUDENTS WHO FEEL THEY WILL NEED SPECIAL TUTORING OR REMEDIAL WORK				
Subject:	**Mt. SAC**		**2-Year Public Colleges**	
	2000	**1999**	**2000**	**1999**
English	28.0% ↑ norm	18.9% ↑ norm	14.4%	10.0%
Mathematics	40.5% ↑ norm	40.6% ↑ norm	31.6%	27.6%
Reading	17.0% ↑ norm	10.2% ↑ norm	7.6%	5.1%
Writing[1]	28.9% ↑ norm		12.8%	
Foreign language	17.6% ↑ norm	17.5% ↑ norm	10.4%	8.0%
Science	18.1% ↑ norm	16.1% ↑ norm	9.3%	7.8%
Social Studies	14.7% ↑ norm	8.7% ↑ norm	4.9%	3.3%

[1] This item included for the first time in 2000

COLLEGE OF CHOICE

Figure 1 displays whether the college the students were currently attending was their first choice or other choice. Over two-thirds of the freshmen class of 2000 applied to Mt. SAC as their first choice.

Figure 1.
1999 vs. 2000 Mt. SAC College of Choice



	First Choice	Second Choice	Third Choice	>3rd Choice
2000 Mt. SAC	73.7	15	5.2	6.1
2000 Norm	68.6	17.1	6.3	8.1
1999 Mt. SAC	68.5	18.9	5.4	7.2
1999 Norm	70.1	18.7	5.3	5.9

Table 6. ACTIVITIES IN LAST YEAR				
Activity	Mt. SAC		2-Year Public Colleges	
	2000	1999	2000	1999
Performed volunteer work	62.7%	62.1%	65.1%	62.8%
Visited an art gallery or museum	58.4% ↑ norm	55.1% ↑ norm	45.8%	47.0%
Used a personal computer *(Note: comparison group's response was 10 percentage points higher)*	58.3%	47.8%	68.0%	53.2%
Attended a public recital or concert *(Note: comparison group's response was 11 percentage points higher)*	55.3%	55.1%	66.1%	67.4%
Used the internet for research or homework	49.8%	42.3%	53.6%	45.8%

CONCERNS ABOUT ABILITY TO FINANCE THEIR EDUCATION

For the freshmen class of 2000, 72.5% indicated that they had some or major concerns about how they would finance their education (Figure 4). In comparison, 59.7% of the comparison group had concerns about finances. Similar results were seen in the 1999 freshmen class (Figure 5).

Figure 4.
Concerns About Ability to Finance Education (2000)

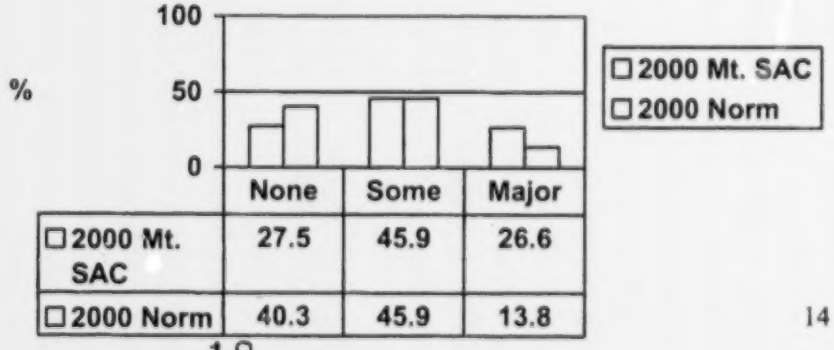
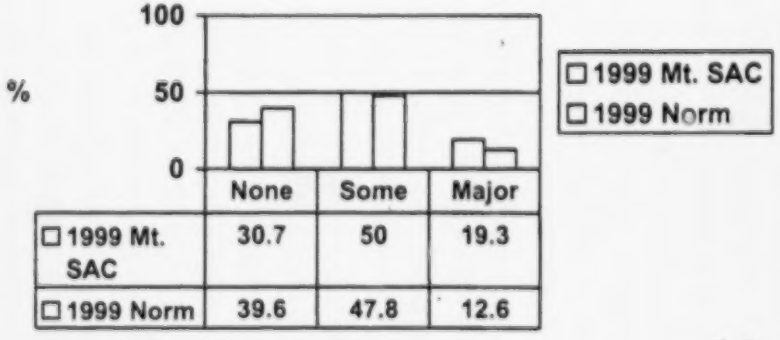


Figure 5.
Concerns About Ability to Finance Education (1999)



WHY DID STUDENTS ATTEND MT. SAC?

Some 20% or more Mt. SAC students listed the reasons why they chose to attend Mt. SAC. Comparing 2000 results to 1999, Mt. SAC student percentages for some items were higher than that of the normative group. The top reason why students came to Mt. SAC was because "this college has a good academic reputation" (Table 3).

Table 3. TOP REASONS WHY STUDENTS CHOSE TO ATTEND MT. SAC

Category	Mt. SAC		2-Year Public Colleges	
	2000	1999	2000	1999
This college has a good academic reputation	38.2% ↑ norm	44.6% ↑ norm	33.4%	31.5%
This college has low tuition	35.7%	39.3%	46.3%	43.1%
This college's graduates get good jobs	32.9%	29.6%	33.9%	30.9%
This college offers special educational programs	29.2% ↑ norm	23.8% ↑ norm	17.9%	15.9%
This college's graduates gain admission to top graduate/professional schools	28.3% ↑ norm	34.0% ↑ norm	25.8%	21.8%
I wanted to live near home	24.3%	28.1%	32.3%	30.7%
This college has a good reputation for its social activities	22.5% ↑ norm	24.0% ↑ norm	14.9%	14.5%

SELF-REPORTING OF BASIC SKILLS

Students were asked, "How would you rate yourself in these areas..." and were given the option of rating themselves high, medium, or low. For the nine items listed in Table 4, half of the respondents said they were above average or in the highest 10% of the population with respect to their basics skills abilities. Mt. SAC students rated themselves stronger in most of these areas than did the national normative group.

Table 4. CATEGORIES IN WHICH GREATER THAN 50% RATED THEMSELVES AS BEING ABOVE AVERAGE OR IN THE HIGHEST 10% WITH RESPECT TO THEIR BASIC SKILLS AS COMPARED TO THE AVERAGE PERSON

Category	Mt. SAC		2-Year Public Colleges	
	2000	1999	2000	1999
✓ Understanding of others	61.7% ↑ norm	67.5% ↑ norm	54.9%	53.5%
✓ Cooperativeness	57.8%	65.9% ↑ norm	63.3%	61.9%
✓ Creativity	53.6% ↑ norm	54.8% ↑ norm	46.8%	49.9%
✓ Self-confidence (intellectual)	52.9% ↑ norm	54.1% ↑ norm	44.0%	45.5%
✓ Competitiveness	52.1% ↑ norm	50.2% ↑ norm	46.2%	46.5%
✓ Self-confidence (social)	51.5% ↑ norm	52.9% ↑ norm	46.0%	44.5%
✓ Drive to achieve	51.3%	57.9% ↑ norm	54.5%	53.9%
✓ Self-understanding	50.6% ↑ norm	54.5% ↑ norm	44.2%	45.3%
✓ Leadership ability	50.5%	54.1% ↑ norm	48.9%	46.6%

Table 5 lists the areas in which **less than half** the students indicated competency. Students rated themselves close to the national norms in mathematical ability, public speaking, and writing ability. Less than 50% of the Mt. SAC year 2000 students indicated that they graded themselves higher than the average person of their age group in physical health and writing abilities.

Table 5. CATEGORIES IN WHICH LESS THAN 50% RATED THEMSELVES AS BEING ABOVE AVERAGE OR IN THE HIGHEST 10% WITH RESPECT TO THEIR BASIC SKILLS AS COMPARED TO THE AVERAGE PERSON

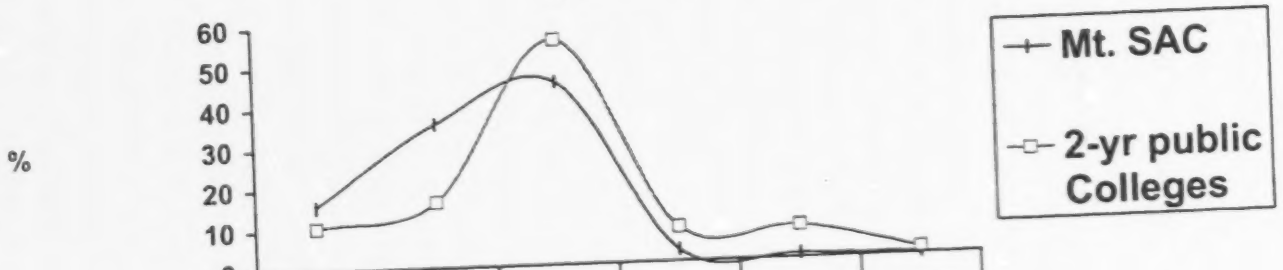
Category	Mt. SAC (%)		2-Year Public Colleges	
	2000	1999	2000	1999
✓ Physical health	45.8%	53.5% ↑ norm	47.3	45.6
✓ Emotional health	44.3%	52.7% ↑ norm	43.4	44.5
✓ Spirituality	40.2%	44.8% ↑ norm	40.9	36.2
✓ Academic ability	39.2% ↑ norm	41.6% ↑ norm	36.1	39.6
✓ Initiative	36.3%	42.2% ↑ norm	35.5	39.3
✓ Artistic ability	33.9% ↑ norm	25.7% ↑ norm	22.4	24.6
✓ Popularity	33.1%	35.7% ↑ norm	32.2	31.0
✓ Computer skills	31.8%	29.3%	31.4	29.6
✓ Mathematical ability	30.0% ↑ norm	26.7%	26.6	27.2
✓ Public speaking ability	28.7% ↑ norm	28.5% ↑ norm	22.3	24.0
✓ Writing ability	28.1%	38.3% ↑ norm	29.4	34.2

STUDENT TRANSPORTATION PATTERNS

For the majority of respondents, Mt. SAC was 50 miles or less from their permanent home (Figure 2). For the comparable two-year public colleges, more students' permanent home was 50 to 500 miles from their current college. There was not much difference between students' responses in 2000 and that of the previous year's freshman class (Figure 3).

Figure 2.

Permanent Home is "X" Miles from Mt. SAC
(Year 2000)



	<5mi	6 to 10	11_50	51_100	101_500	>500
Mt. SAC	15.6	35.4	45.1	2.7	0.9	0.3
2-yr public Colleges	10.4	16.3	55.6	8.4	7.9	1.5

Figure 3.
1999 vs. 2000 Miles from Home to Mt. SAC

	<5mi	6 to 10	11 to 50	51 to100	101-500	>500
2000	15.6	35.4	45.1	2.7	0.9	0.3
1999	12.6	38.5	46.4	1.4	0.6	0.6

PARTICIPATION IN SOCIAL/CULTURAL ACTIVITIES

More than 50% of the students indicated that they had participated in one or more of the following activities in the past year (Table 6). When compared to the normative group, fewer Mt. SAC students have used a personal computer or attended a public recital or concert in the past year.

Table 6. ACTIVITIES IN LAST YEAR

Activity	Mt. SAC		2-Year Public Colleges	
	2000	1999	2000	1999
Studied with other students	79.5%	82.0% ↑ norm	78.8%	75.8%
Attended a religious service	72.6%	78.3% ↑ norm	78.6%	72.8%
Socialized with someone of another racial/ethnic group	68.9% ↑ norm	77.2% ↑ norm	61.1%	59.0%
Came late to class	63.1% ↑ norm	64.3% ↑ norm	55.5%	58.4%

COLLEGE OUTCOME EXPECTATIONS

Students were asked to indicate the probability that they would attain certain outcomes upon graduation from college (Table 7). Approximately 50% felt that their college experience would allow them to socialize with someone of another race/ethnic group. For the 2000 freshmen class, a lower percentage of Mt. SAC students indicated that they would achieve the following categories after college when compared to the normative group:

- obtaining a bachelor's degree,
- developing close friendships with other students,
- attaining at least a "B" average,
- obtaining a job to help pay for college expenses, and
- feeling satisfied with their College--Mt. SAC.

Table 7. PROBABLE OUTCOMES OF COLLEGE EXPERIENCE

Category	Mt. SAC		2-Year Public Colleges	
	2000	1999	2000	1999
Socialize with someone of another racial/ethnic group	50.7% ↑ norm	(not asked)	48.8%	(not asked)
Get a bachelor's degree	47.0%	52.4% ↑ norm	51.1%	49.8%
Develop close friendships with other students	41.2%	(not asked)	44.8%	(not asked)
Making at least "B" average	41.4%	40.3%	43.6%	44.5%
Getting a job to help pay for college expenses	36.2%	47.3% ↑ norm	44.6%	40.7%
Be satisfied with Mt. SAC	31.1%	32.4%	39.8%	35.0%
Transfer to another college before graduating	30.1% ↑ norm	31.6% ↑ norm	28.7%	23.8%
Participate in student clubs/groups	21.9% ↑ norm	(not asked)	15.4%	(not asked)

CONCLUSIONS

CIRP data provides a profile of a sample of Mt. SAC first-time, full-time freshmen students. The profile can be used as the basis for understanding students' demographics and possible needs while at the College.

Throughout the report, responses from the most recent freshmen class were compared to both last year's freshmen class as well as the normative group. ***On numerous occasions, the Mt. SAC freshmen group had more favorable responses than did the normative group.*** Key findings from this report include the following:

- 59% indicated that their main source of transportation to the college is their car.
- 54% indicated that the following phrase best describes Mt. SAC – "*Mt. SAC is a well-respected college and is better than other community colleges*".
- 52% indicated that **none** of their parents, sisters, and/or brothers had graduated from college with a bachelor's degree or higher--making them "first generation college students".
- 62% of the 2000 freshmen group has English as their first language compared to 70.9% from the 1999 freshmen class. Both the 2000 and 1999 normative groups have more than 90% of their students with English as their first language.
- 40.5% of the 2000 freshmen class needs assistance with mathematics with only 31.6% needing assistance in the normative group.
- 28.9% of the 2000 freshmen class need assistance with writing and less than half than many need assistance in the normative group.
- 28% need assistance with English--an increase of 10-percentage points from the 1999 cohort--while 14.4 % of the normative group need assistance with English.
- 73.7% of the freshmen class of 2000 applied to Mt. SAC as their first choice, which was an increase from 1999 (68.5%). The normative group had a small decrease in 2000 (68.6%) of students that applied to that college as their first choice relative to the 1999 results (70.1%).
- 96.6% of the current freshmen class drive 50 miles or less to attend Mt. SAC. Similar findings were found in 1999.

- 72.5% of the year 2000 freshmen class had some or major concerns about how they would finance their education in comparison to 59.7% of the normative comparison group having similar concerns.
- 50.7% thought one outcome of attending Mt. SAC would be an opportunity to socialize with someone of another racial/ethnic group.
- 47% thought one outcome of attending Mt. SAC would be obtaining a bachelors' degree.

Based on the results, one could say that the average Mt. SAC first-time, full-time student attending the Fall 2000 term selected this College because of its good academic reputation, traveled 10 miles to attend classes, is concerned about how he/she will finance his/her education, and is likely to be less proficient in English and basic skills.

WHAT SHOULD BE DONE WITH THIS REPORT?

Each department within the College should review the report and assess the implications relevant to their department and determine a course of action.

Courses of action should be based on predetermined benchmarks and include consideration of the following implications:

- Marketing
- Student services
- Curriculum implementation and development
- Facilities management
- Research

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